To Compare the Adjustment of Teachers of Different Level of Organizational Environment of Secondary Schools

Dr. Shivnath Singh

Basic Shiksha Parishad , Uttar Pradesh, India

Abstract

This paper discusses the Adjustment of Teachers of Different Level of Organizational Environment of Secondary Schools and it conducted on secondary school teachers teaching in government and self-finance secondary school of Allahabad City. For this study 600 secondary school teachers were randomly selected from Allahabad. As a tool for data collection Teacher Adjustment Inventory constructed and standardized by S.K. Mangal and School Environment Inventory (SEI) Prepared by Prof. K.S. Mishra were used. Finding: There is significant difference among Adjustment of low, average and high Organizational Environment of Secondary School Teachers and the Teachers of low, average and high Organizational Environment of Secondary School were different in their Adjustment. Teachers of Average Organizational Environment of Secondary Schools had better Adjustment than Teachers of low Organizational Environment of Secondary Schools. Teachers of high Organizational Environment of Secondary Schools were found to have better Adjustment than Teachers of average Organizational Environment of Secondary Schools. Teachers of high Organizational Environment of Secondary Schools had better Adjustment than Teachers of low Organizational Environment of Secondary Schools.

Keywords : Adjustment, Organizational Environment, Secondary School Teachers

Introduction

Improvement of the quality of education has always been the key concern for education. In recent times, quality education has been defined in more pragmatic terms. It has become synonymous with employability, preparation for the word of work, less and less consideration is given to the subject of education i.e. individual student and his/her full development as a human being. Quality of education should not be considered in fragmented terms but in a more holistic and expanded manner not in terms of number of years of schooling but the quality aspect of the development of the individual; the formation of the whole person and full flowering of the human being and character building. Improvement of quality of education is not the only reason for value education.

Adjustment

In the literature pertaining to theoretical models and research findings of adjustment there appears to be lack of unanimity about its definition. Gates (1950) defines adjustment as a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. Thus adjustment shows the extent to which an individual's personality functions efficiently in a world of other people. Kuhlen (1952) has observed that all people have psychological and physical needs which constantly and intermittently require satisfaction. The process by which they overcome obstacles to satisfy their needs is termed as adjustment process. The psychological meaning of the adjustment process has been considered to consist of the efforts of an organism to overcome frustration in achieving the satisfaction of need.

Organizational Environment

Present day views of organizations generally represent some kind of synthesis of these two concepts: the formal organization and informal organization. "In this century we have passed through two recognizable periods in which sharply different ideas of what organizations are like and how they should be administered has emerged. It seems clear that we are now in a third stage; a distinguishing characteristic of the present era is that rather than being an outright rejection of all that preceded it, this era represents a blend or synthesis of important earlier under-standing and new knowledge and understanding" (Owens, 1970) .

The school is thus a complex organization which has two specific characteristics: the formal structure of the organization and the informal structure. The formal structure comprises a "fabric of roles". These roles are occupied by the individuals who behave in accordance with established prescriptions for their roles. In such an organization, the structure of roles remains constant even though there will be personnel changes because of retirement, transfer or other causes. If a member of the organization is replaced, the newly recruited member is expected to step into the vacated role and to carry out the same working relationships as his predecessor. This constant structure of roles, of course, distinguishes the complex organization from smaller and simpler groups in which the structure of roles may be less defined and not as well ordered. The fact that a school is a complex organization in this sense renders some of its problems much like those of a military unit, an industrial organization or a government agency.

Objectives of the study

The present study is aimed at achieving the following objectives:

1. A comparative study of Adjustment of Teachers of low and average Organizational Environment of Secondary Schools.
2. A comparative study of Adjustment of Teachers of average and high Organizational Environment of Secondary Schools.
3. A comparative study of Adjustment of Teachers of high and low Organizational Environment of Secondary Schools.

Null Hypothesis of the Study

1. There is no significant difference in the Adjustment of Teachers of low and average Organizational Environment of Secondary Schools.
2. There is no significant difference in the Adjustment of Teachers of average and high Organizational Environment of Secondary Schools.
3. There is no significant difference in the Adjustment of Teachers of high and low Organizational Environment of Secondary Schools.

Design of the study:-

Method: In the present study survey method of Descriptive research under the quantitative research methods were utilized to test the hypotheses proposed.

Population: The population for the present study consists of all teachers teaching in secondary schools of Allahabad District; both Government and Private and rural and urban secondary schools that recognized by Madhyamik shiksha Parishad, Uttar Pradesh.

Sample: Sample involved in the present study consisted of 600 (300 males and 300 females) secondary school teachers teaching in the urban and rural areas of Allahabad District.

Sample Technique: Stratified random sampling technique was used for collecting data.

Tools:

1. Teacher Adjustment Inventory constructed and standardized by S.K. Mangal.
2. School Environment Inventory (SEI) Prepared by Prof. K.S. Mishra

Used statistics:

T-test and Analysis of variance were used as statistical Analysis.

Objective

To compare the Adjustment of teachers among high, average and low Organizational Environment of Secondary Schools of Allahabad.

Observation

As perceived by the students of Secondary Schools, organizational environment of Secondary schools is divided in to 3 levels (high, medium, low). The fifth main objective of the study was to compare the Adjustment of teachers of high, average and low Organizational Environment of Secondary Schools of Allahabad. In order to find out whether there exists any significant difference the Adjustment of teachers among high, average and low Organizational Environment of Secondary Schools Allahabad. Descriptive analysis frequency count and percentage and further analysis by inferential statistics t-test and ANOVA are computed and the results of analysis are shown below tables.

Table 4.1: Mean and S.D. for Adjustment of Teachers of Low, Average and High Organizational Environment of Secondary Schools

| Source	N	Mean	Std. Deviation	Std. Error
Low	150	395.78	19.116	1.561
Average	300	459.17	21.427	1.237
High	150	519.77	14.875	1.215

99 From the above table 4.1, it can be seen that, Adjustment of Teachers of low Organizational Environment of Secondary Schools is 395.78, Adjustment of Teachers of average Organizational Environment of Secondary Schools is 459.17 and Adjustment of Teachers of high Organizational Environment of Secondary Schools is 519.77. So it is found that there is difference among Adjustment of Teachers of low, average and high Organizational Environment of Secondary Schools.

Table 4.1A: ANOVA of Adjustment of Low, Average and High Organizational Environment of Secondary Schools

Source	Sum of Squares	DF	Mean Square	F-ratio
Between Groups	1153365.818	2	576682.909	
Within Groups	224693.700	597	376.371	1532.218*
Total	1378059.518	599		

*Significant at 0.01 level

From the results of the above table 4.1A, it can be seen that, a significant difference was observed among Adjustment of low, average and high Organizational Environment of Secondary Schools in relation to Organizational Environment of Secondary Schools F=1532.218 at .05 level of significant. Hence, the null hypothesis is rejected that is 'There is no significant difference among Adjustment of low, average and high Organizational Environment of Secondary Schools Teachers and alternative hypothesis is accepted that is 'There is significant difference among Adjustment of low, average and high Organizational Environment of Secondary Schools Teachers.' It means that, the Adjustment of Teachers of low, average and high Organizational Environment of Secondary Schools is different in their Adjustment. Many pervious researches are similar to this study as **Agarwal (1983), Decheva (2005) and Baruah P and Gogoi M (2017)** that the Adjustment significantly differed in Secondary Schools with different levels of Schools organizational Environment. The mean scores of low, average and high Organizational Environment of Secondary Schools are presented in the following graph.
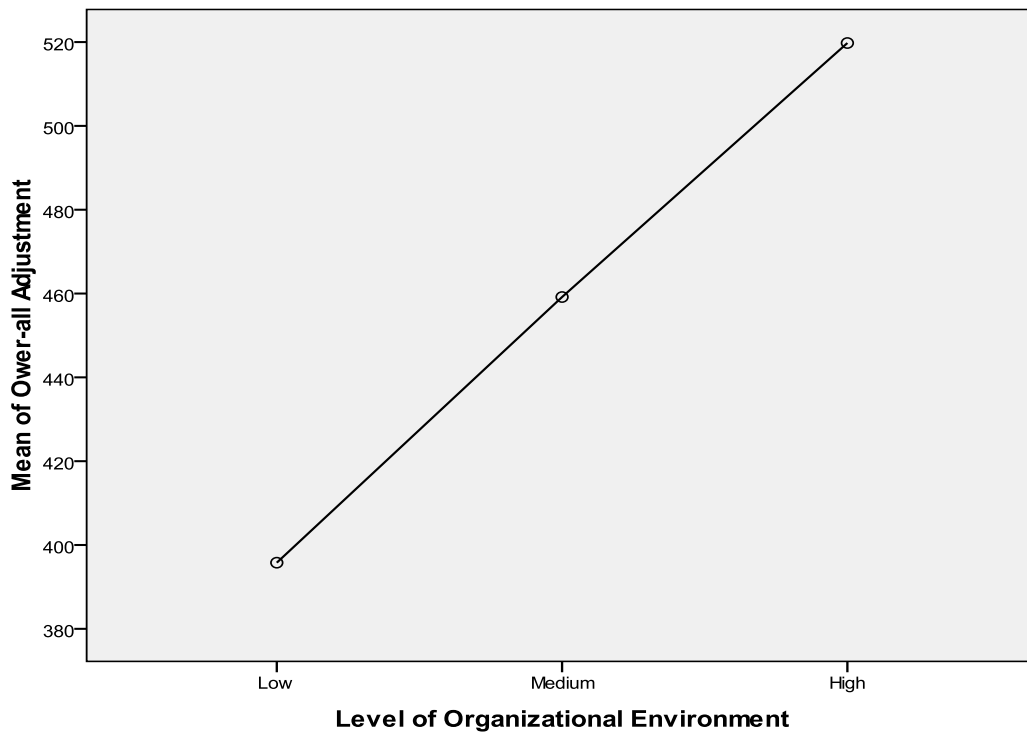
Graph 4.1

Mean Plot of Adjustment of teachers at Low, Average and High Organizational Environment of Secondary Schools

After the interpretation of analysis of variance it is necessary to know that in which mean significant difference in Adjustment of Teachers of Secondary Schools. So that it is determined the following objectives related to Adjustment of low, average and high Organizational Environment of Secondary Schools-

1. A comparative study of Adjustment of Teachers of low and average Organizational Environment of Secondary Schools.
2. A comparative study of Adjustment of Teachers of average and high Organizational Environment of Secondary Schools.
3. A comparative study of Adjustment of Teachers of high and low Organizational Environment of Secondary Schools.

After the analysis of analysis of variance t-test used to study about above objectives and calculated t-value is given below table no. Table 4.1B

Table 4.1B: t-value of Mean Plot of Adjustment of Teachers of Low, Average and High Organizational Environment of Secondary Schools

Group	Mean Difference	Std. Error	t-value
Low- average	63.387	1.992	31.820*
Average- high	60.607	1.734	34.952*
High- low	123.993	1.978	62.686*

*Significant at 0.01 level

It is observed from Table 4.1B that the Mean Difference of Adjustment of Teachers of Low and Average Organizational Environment of Secondary Schools are 63.387 with Standard Error 1.992. The calculated t-value is 31.820 which is greater than table value even at .05 level. So, it is significant at .05 levels. It indicates that there exists significant difference between Adjustment of Teachers of low and average Organizational Environment of Secondary Schools. So it stated that Teachers of Average Organizational Environment of Secondary Schools have better Adjustment than Teachers of low Organizational Environment of Secondary Schools.

Table 4.1B shows that the Mean Difference of Adjustment of Teachers of Average and high Organizational Environment of Secondary Schools is 60.607 with Standard Error 1.734. The calculated t-value is 34.952 which is greater than table value even at .05 level. So, it is significant at .05 level. It indicates that there exists significant difference between Adjustment of Teachers of Average and high Organizational Environment of Secondary Schools. So it stated that Teachers of high Organizational Environment of Secondary Schools have better Adjustment than Teachers of average Organizational Environment of Secondary Schools.

From the above table 4.1B show that the Mean Difference of Adjustment of Teachers of high and low Organizational Environment of Secondary Schools is 123.993 with Standard Error 1.978 on Adjustment. The calculated t-value is 62.686 which is greater than table value even at .05 level. So, it is significant at .05 level. It indicates that there exists significant difference between Adjustment of Teachers of high and low Organizational Environment of Secondary Schools. So it stated that Teachers of high Organizational Environment of Secondary Schools have better Adjustment than Teachers of low Organizational Environment of Secondary Schools.

Educational Implication:

In educational research, the selection of the problem is generally conditioned by the scope of improvement in the field of education, but the problem selected, must have an impact for improvement on the academic as well as educational side. The present study was concerned with the comparison of Adjustment of Secondary School teachers regarding their Organizational Environment. Organizational Environment plays a vital role in adjustment of teachers in schools. School is a place where environment is

created for teachers and students, to learn desirable behavior. It is generally said that start with a child from where he is in other words anyone who is trying to create effective learning environment for his teachers and students should know their present status. The teachers should know the nature of their students.

References:

1. **Aggarwal, V. (1983**). A Study of Stress Proneness, Adjustment and Job Satisfaction as Predictors of Administrative Effectiveness of Principals, *PhD. Education,* Meerut University.

2. **Akhtar et al (2010)** A comparative study of job satisfaction in public and private school teachers at secondary level. *Procedia Social and Behavioral Sciences 2 (2010) 4222–4228*

3. **Baruah P and Gogoi M (2017)** Adjustment of Secondary School Teachers of Dibrugarh District, Assam. International journal for Research in Education Vol.5 , Issue : 4 , June-July : 2016

4. **Decheva, Z. (2005).** Professional Adjustment in career Development of the teacher. *Trahia Journal of science,* Vol.3. No.8.

5. **Hota, A. (2003).** Organizational Health of secondary school teachers of Orissa in relation to their adjustment problems and some other Psych-social variables. *Unpublished M.Phil (Education) Dissertation, Kurukshetra University, Kurukshetra.*

6. **Khan S. and Khan F. (2016)** A Study of Adjustment of Secondary School Teachers in Relation to Their Educational Qualification, Experience and Locality. PARIPEX - INDIAN JOURNAL OF RESEARCH pg no 292-295 , Volume : 5 | Issue : 2 | February

7. **Nwachukwu, Philip O. and Anina O. O (2014)** School Environment and Teachers' Performances in Economics in Senior Secondary School Education in Oshilimi South Local Government Area of Delta State. Journal of Economics and Sustainable Development ISSN 2222-1700 (Paper) ISSN 2222-2855 (Online) Vol.5, No.22, 2014

8. **Vedavathi.B (2017)** A Study on Secondary School Organizational Climate and Work Values of Secondary School Heads. *IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320–7388,p-ISSN: 2320–737X Volume 7, Issue 2 Ver. II (Mar. - Apr. 2017), PP 25-29*